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ABSTRACT

This book offers guidelines for understanding the role and power of cognitive coaching to improve teacher effectiveness. Cognitive coaching is nonjudgmental, relies on trust, facilitates mutual learning, and enhances growth toward working independently with others. A coaching relationship can be established among fellow teachers, administrators and teachers, and administrative peers. Chapter 1 covers the history and philosophic bases of cognitive coaching. Chapter 2 describes the basics of the coaching process. Chapters 3 and 4 offer strategies for developing and maintaining trust between the coach and protege and for developing flexibility in the learning process. Research on the phases of cognition is highlighted in the fifth chapter. The five "stages of the mind" that comprise "holonomy," or the twin goals of individual autonomy and collaboration, are described in chapters 7 and 8. Information on language skills and the Renaissance school, a cognitive-process-based school modeled after a learning community, is provided in chapter 9. Sixteen figures, and an index are included. Appendices contain information on various strategies. Chapters contain references. (LMI)

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